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ABSTRACT

This competency-based preservice home economics teacher education module on convalescent home aide is the fourth in a set of four modules on establishing occupational programs for human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) problems and issues facing persons in convalescent facilities (with lessons on aging, understanding the process of death, and special needs of long term patients) and (2) practical experience and skill specialization (with a lesson on experience in a convalescent home). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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OCCUPATIONAL STRAND:

HUMAN DEVELOPMENT

Module II-E-4 CONVALESCENT HOME AIDE

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1978

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CE 019 947

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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CONVALESCENT HOME AIDE

Module Objectives

Through both study and practical experience, the MATCHE student will be able to identify significant factors of the aging process which affect a patient's experience in an institutional convalescent facility.

The MATCHE student will be able to list and explain the stages in the process of dying which Elizabeth Kubler-Ross describes in her current writing.

The MATCHE student will be able to list and describe special problems which face young persons as they encounter long term convalescence.

Note: Requirements for the proper credential should be studied.

Module Overview

Working as a convalescent home aide requires special skills and sensitivity. It also requires that persons be exceptionally sensitive to their own feelings. This kind of work can confront persons with situations which affect them psychologically, spiritually, and physically. It would be easy to gloss over the deep issues such as death, severe physical limitations, and psychic deterioration that are involved in the preparation for this kind of work. It would be easy for persons who are teaching in this area to simply avoid these sensitive issues and confrontive situations, but to do so would be an extreme disservice to both the students you will be teaching as well as to the convalescent homes where your students will be working. Working as an aide in a convalescent facility is not a mechanical experience requiring great medical sophistication and technical expertise. Working as an aide in a convalescent facility is not a simple eight to five job that can be easily left behind as one leaves the building in which one works. Convalescent home aides will face many situations which will challenge them personally and professionally and will also experience a vital richness in their work which is rarely a part of a person's everyday life style.

To the degree that convalescent home aides are sensitive to themselves, they will be sensitive to the problems and gifts of the persons whom they serve. This module will help sensitize you to the problems of persons facing long-term convalescence. It will also give you an opportunity to examine yourself as you relate to these issues and to specific persons who are facing

long-term convalescence. This experience will make you more aware of the issues that you should include in a unit you would offer to students interested in becoming convalescent home aides.

Not all convalescent patients are old. Not all convalescent patients are facing death. Not all convalescent patients experience deep psychological problems. Each patient is very different and no doubt has different needs. Each patient has unique gifts as well as problems and the ability to encourage and foment these particular qualities is as important as responding to the difficulties they face.

The experience of bringing a person's unique abilities and personality in contact with the long-term convalescent home patient can be an excessively confrontive situation which would be less than useful for the convalescent facility and its patients and an unpleasant experience for the aide. This kind of work can also be an extremely rewarding and stimulating experience. A positive experience for all involved will depend, to a large extent, upon the preparation which is given the prospective aide. Your role in preparing students for this important work is critical and this module will give you information and experiences which will aid you in creating a uniquely valuable training experience for persons who wish to become convalescent home aides.

This module has been divided into two units. The first unit will deal with the facts and issues which face persons in convalescent facilities. It will give you a chance to face these issues yourself and discover how you respond to situations you might find working in a convalescent facility. You will be introduced to the writing of Elizabeth Kubler-Ross in the area of the process of death and dying. You will be reading from Simone de Beauvoir's book, The Coming of Age, and a book by Carolyn B. Stevens, Special Needs of Long Term Patients, which will introduce you to the special physical and psychological needs of long-term patients in convalescent facilities. In Ms. Stevens' book you will also read about the problems of youth which face long illnesses.

The reading and films which you will experience in this unit will give you a background and sensitivity to the unique problems which patients bring to and encounter within a convalescent facility. The films which you will be seeing will bring about a greater awareness of the topics you will be studying - specifically death and convalescence.

The second unit will be centered around practical experience working in a convalescent facility. In this experience you will specialize in some particular area of a convalescent home work, you will present your study to a small group of peers working on this module.

The units are titled as follows:

Unit 1: Problems and Issues Facing Persons in Convalescent Facilities

Unit 2: Practical Experience and Skill Specialization

UNIT 1

PROBLEMS AND ISSUES FACING PERSONS IN CONVALESCENT FACILITIES

Objectives

The MATCHE student will be able to identify significant problems and issues related to the aging process which affect a patient's experience in an institutional convalescent facility.

The MATCHE student will be able to list and describe special problems which face young persons as they face long-term convalescence.

The MATCHE student will be able to recall E. Kubler-Ross's five stages in the process of dying as described in her book, On Death and Dying.

Overview

In this first unit you will be given a basic introduction to the problems and issues surrounding the process of aging. Using a magazine article and some basic reading, you should become knowledgeable about the problems which normal aging persons bring to the convalescent experience. Because of the lack of personal contact that many of us have with older persons and the lack of sensitivity which is displayed in our culture to the process of aging and the problems our older citizens face, this section of the unit is central to the entire module and should be completed carefully.

Young persons bring unique problems to the experience of convalescence, and you will be introduced to these through the writings of Carolyn B. Stevens.

You will also be introduced to the process of dying, which is clearly analyzed in E. Kubler-Ross's book On Death and Dying. You will view a film which will add to your understanding of this important aspect of convalescent home care.

Lesson 1: Aging

Narrative Summary

Because in this country we tend to isolate our older citizens from the general population (putting them in homes, limiting their income

and thereby their mobility, creating specific housing for the aged), we have become isolated and insulated from the process and problems of aging. The first lesson is designed to familiarize you with some of the current research and writings on this critical problem. Simone de Beauvoir has written a classical book on aging. You will be asked to read one chapter from this book. It is entitled "Old Age in Present-Day Society." In this chapter de Beauvoir describes the general sociological environment which surrounds older persons. She also cites work of other persons, such as M. Harrington's The Older American, in which is described the problems of poverty which so many older persons face. Harrington calls this the "downward spiral" in which many poor people who are old are ill more often than others, are less able to take care of themselves, and are less able to work at all to get out of their extreme condition. All of this creates a downward, and increasingly more difficult to avoid, condition. Over half of our senior citizens, writes Margaret Gordon, are "very poor."

You will also be reading a special issue of the Journal of Home Economics which is centered around understanding and working with the elderly. James Montgomery, writing in this issue, discusses the problem of our creating a self-fulfilling prophecy surrounding our older citizens which has created an entire spectrum of assumptions which now actually affect the ways in which older persons reflect upon themselves. This factor alone contributes to the problems which aged persons face, and unwittingly we render older persons as being less than useful and unable to grow psychically or spiritually.

Suggested Activities

1. Read the salient articles in the issue of the Journal of Home Economics, April, 1973 on working with the elderly. Give special attention to James Montgomery's article "Magna Carter of the Aged," and the idea of our creating a self-fulfilling prophecy which affects the problems of the aged.

2. Read Chapter 4 in Simone de Beauvoir's book, The Coming of Age. Give special attention to the ways that the changes in family patterns have affected older persons' life styles. Also become aware of the ways our culture has tried to respond to the problems of loneliness and the advantages and disadvantages of each of these solutions.

3. Discuss with a small group of persons working on this module, what you have read. When the discussion is over, have one person move to a chalkboard and write on the board all of the problem areas of older persons encountered in your reading so far. On a clean space on the chalkboard and working with the small group, have the person place a circle to represent a hypothetical older person. Next, circles should be placed on the board around the hypothetical person. Each circle is to be labeled as it is

placed on the board with the specific problem discussed. Its size and space should be varied depending on the size, magnitude, and closeness of the person to the specific problem. Finally, lines should be drawn between the problems that seem to be interrelated, and as they are drawn, explain exactly how these problems are interrelated. When you have spent about twenty minutes on this project, take about fifteen more minutes to discuss with your instructor your conclusion.

> There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Understanding the Process of Death

Narrative Summary

Recently there has been a growth in the popularity of studying and dealing with the topic of dying and death. Interest has been shown through increased research, college level courses being offered in many institutions, and many new books and films. Elizabeth Kubler-Ross has written two popular books in this area. In this lesson you will be reading her first book, On Death and Dying, and a few chapters in her other book, Questions and Answers on Death and Dying.

Not all patients in a convalescent hospital are facing imminent death. Nearly all convalescent patients, however, face severe limitations on their life which often brings up the question of death. Working as a convalescent home aide will unquestionably expose a student to death and the process of dying, and hence this topic is being presented with care. Our culture has insulated us, like aged persons, from the fact of death because such a high percentage of persons now die in hospitals and are quickly taken to funeral facilities, only to lie in a "slumber room" which largely denies the fact of death.

Some of the materials you will be reading or viewing in this lesson may make you uncomfortable. This is normal and should be expected. We have been taught this response since childhood by persons who have tried to hide death from us, thus saying that death must be something horrifying or at least ugly.

Your instructor will make available two films which are very carefully done. They will attempt to give you new understanding of the topic of death. The first is about a young man who has leukemia and is facing death directly. It is a documentary film about Ted Rosenthal, who speaks his own poetry and shares with you what it is like to encounter all the joys and sorrows of being a terminal patient. Do not expect that your response to this film will be that of pity or simply sorrow.

Rosenthal is able to express unheralded freedom and joy as well as deep depression. This is an honest film which will add immeasurably to your understanding of terminal patients.

The second film you will see is entitled Until I Die. This film is centered around the work of Kubler-Ross, whose writings you have already encountered. This film will underscore your understanding of the five stages of the process of dying which she outlines in her first book and will also give you some more personal experience which should prepare you for the next unit, when you will be working directly with persons in a convalescent facility.

It should be stressed that there is a natural sequence of feelings that comes to persons who are thinking about working in a convalescent facility. The first is that persons want to help others and rather romantically feel that this would be a good and needed place to do it. The second response usually comes when persons first encounter patients in the convalescent facility. Facing death, disfigured bodies, confused minds, and simply the aging process itself can be an unsettling experience. Without the proper preparation, it can be an experience that can block the final and greatly rewarding experience of working with these limited persons. If one has the proper preparation, working in a convalescent facility can be richly rewarding. After some experience and good preparation, persons report that they begin to discover what Ms. Stevens refers to as "Who's in there?" An experienced aide can look beyond the often temporary cobwebs of confusion (also mentioned in Stevens' book) and discover the gifts of the persons they work with.

This is by no stretch of the imagination an easy lesson. It should not be dealt with lightly. Strong feelings will undoubtedly be shared and should be expected. Make room for everyone's feelings, as they are appropriate for each individual person. Your instructor will be present during your discussion and will help in interpreting Kubler-Ross's writings.

Suggested Activities

1. Read Elizabeth-Kubler Ross's book, On Death and Dying. Pay special attention to her five stages in the process of dying for terminal patients. Chapter 10 is particularly helpful for giving you a beginning look at the more personal aspects of dealing with patients.

2. Read Chapters 5, 6, 11, and 12 in Kubler-Ross's book, Questions and Answers on Death and Dying. Where does Kubler-Ross feel a person will get the best care when facing a prolonged illness? What does this suggest should be a high priority for our work in convalescent facilities? Is it possible to make convalescent facilities more familiar and personal? Discuss these questions in your small group.

3. View the two films Until I Die and How Could I Not Be Among You? Take time to discuss each. These are very different and very fine films. If you do not wish to see them, this is your prerogative.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Special Needs of Long-Term Patients

Narrative Summary

Long-term patients in convalescent facilities encounter special problems which normally do not face short-term hospitalized patients. When we think of convalescent facilities, we generally think of older persons who are facing imminent death but who no longer need the extensive services offered by a hospital facility. Although there are many persons who fit this popular description, there are many others who do not. When we examine a specific convalescent facility, as we will in the next unit, it is important that you be sensitive to the special needs of long-term patients and especially the differences between various patients you will encounter in terms of their medical status, age, temperament, and talents.

In the reading listed in the activity below, you will be given a primary introduction to the special needs of long-term patients. It is not in any way intended to be a substitute for the next unit, for which you will visit a convalescent facility and become acquainted with the patients and their needs. The book which you will be reading in this lesson will also be a practical introduction to some of the duties and responsibilities of a convalescent home aide. You should also consider this reading to be an integral part of the work you will be doing in the next unit, in which you will be discovering the nature of a convalescent home aide's work and the related occupations in a convalescent facility.

Suggested Activity

Read Chapters 1, 2, 3, 4, 11, and 12 of Carolyn Stevens' book, The Special Needs of Long Term Patients.

Suggested Resources

Books and Periodicals

de Beauvoir, Simone. The Coming of Age. New York: G.P. Putman and Sons, 1972.

Kubler-Ross, Elizabeth. On Death and Dying. New York: MacMillan, 1969.

Kubler-Ross, Elizabeth. Questions and Answers on Death and Dying. New York: MacMillan, 1974.

Montgomery, James. "Magna Carta of the Aged," Journal of Home Economics. 65, No. 4 (1973).

Stevens, Carolyn. The Special Needs of Long-Term Patients. Philadelphia: J.B. Lippincott, 1974.

Films

(Both are available through the University of California Extension Media Center and elsewhere throughout the country.)

Until I Die

How Could I Not Be Among You

When you have completed assigned activities, check with your instructor, and if no additional activities are prescribed preceed to next unit.

UNIT 2

PRACTICAL EXPERIENCE AND SKILL SPECIALIZATION

Objective

The MATCHE student will receive a practical introduction to the experience of working as a convalescent home aide and will evaluate their skills and attitudes in the light of the skills and attitudes necessary for an effective convalescent home aide.

Overview

In this unit, you will be gaining practical experience in a convalescent facility and will become acquainted with personnel and patients in that facility. In addition, you will be creating a slide (or still picture) presentation specializing in one specific job area of the facility. In this presentation, focus will be upon the duties and responsibilities of this specific job. After creating this presentation you will discuss with a small group how your personal strengths and abilities would or would not be appropriate for your accepting the job which was the center of your presentation.

Lesson: Experience in a Convalescent Home

Narrative Summary

In this occupational strand within the MATCHE materials, there is no substitute for experience actually doing the kinds of things you would be training your students to do. As stated above, the written materials in this module are not to be used alone but as a preliminary experience preparing for the direct field work. This module will be only introduction to the process of certification and to the issues and skills which will be required for work in convalescent facilities.

The practical experience required in this unit is specifically intended to expose you directly to a specific facility. You will be asked to spend two to four hours, four days per week, for two weeks in a convalescent home. During this time you will specialize in one aspect of convalescent care (while being exposed to the broadest scope of the operation). Be sure that one person in your small group chooses a project on the convalescent home aide specifically. You will take pictures and present your work to your small group. After this presentation, you will evaluate your own skills and abilities in the light of the job you chose to study. This is done to encourage you to evaluate

realistically the skills required and also to allow you to see and feel the importance of persons' evaluating their skills and abilities before accepting a job rather than simply seeing the job as an opportunity for financial income. If the latter attitude were to prevail, there would be a serious problem for both employer and employee. Convalescent home workers need to feel that the importance and joy which can come from their work is more important than the simple dollars they will receive. Sharing all aspects of this module with your small group will give a dimension to your work that will not only serve as an introduction to the convalescent facility but also be personally useful for your dealing with the issue of death within yourself and removing some of the stigma which surrounds this aspect of life.

Suggested Activities

1. Volunteer for work in a convalescent home for at least eight days, two to four hours per day. You should be specific and ask for an assignment that will maximize your exposure to both patients and staff as well.

2. Choose a particular position in the facility where you have worked and take a set of slides (prints if absolutely necessary) of the persons whose position you are studying. Organize the slides and create a presentation about the kinds of work which this person does. If possible, select your slides to communicate the kinds of personal qualities required for successful work in this area. You might even include some tape recorded conversations with the person as she or he is doing the job.

3. Present your work to your small group.

4. Give a brief analysis of your own personal skills and abilities which relate to the job you chose. Evaluate whether you would be able to handle the job with the skills and abilities you have and prescribe activities which you feel would make you better prepared or better qualified for the job you studied. Be as specific as possible. Report your findings to your instructor.

Progress Test
The progress test for this unit will be the evaluation of your report with your instructor.

Module Posttest
When you and your instructor agree that the objectives have been successfully achieved, you may proceed to the Module Posttest.

Suggested Resources

de Beauvoir, Simone. The Coming of Age. New York: G.P. Putman and Sons, 1972.

Kubler-Ross, Elizabeth. On Death and Dying. New York: MacMillan, 1969.

Kubler-Ross, Elizabeth. Questions and Answers on Death and Dying. New York: MacMillan, 1974.

Montgomery, James. "Magna Carta of the Aged," Journal of Home Economics. 65, No. 4 (1973).

National Council for Homemakers' Services, Inc. Standards for Homemakers--Home Health Aide Services. New York: 1965.

Stevens, Carolyn. The Special Needs of Long Term Patients. Philadelphia: J.B. Lippincott, 1974.

U.S. Department of Health, Education and Welfare, Public Health Services,Division of Chronic Diseases, Nursing Homes, and Related Facilities Branch. A Guide to Nutrition. 1969.

U.S. Department of Health, Education and Welfare, Public Health Services, Division of Chronic Diseases, Nursing Homes, and Related Facilities Branch. Food Service for Nursing Homes and Homes for the Aged. 1969.

Journal of Home Economics: "Working with the Elderly," Special Issue. April, 1973.

Films

(Both are available through the University of California Extension Media Center and elsewhere throughout the country.)

Until I Die

How Could I Not Be Among You

MODULE PRE/POSTTEST

Student_____

Convalescent Home Aide

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List and describe three of "self-fulfilling prophecies" which have contributed to the numerous deprivations of the aged.

2. Describe the changes in family structure which affect and create problems for older persons such as those discussed by Simone de Beauvoir in her book, The Coming of Age.

3. List and briefly describe some of the attempts which have been made to respond to the problem of loneliness which older persons face such as those Beauvoir recounts in her writings. What are the advantages and disadvantages of each?

4. List and briefly describe the five stages of dying which Kubler-Ross describes in her book, On Death and Dying.

5. What does Kubler-Ross suggest as the best and most positive alternative for care of the chronically ill or the elderly and what does this imply for work as a convalescent home aide and the environment he or she tries to create in a convalescent facility?

6. Describe the syndrome of confusion which many older convalescent patients face, such as that suggested by Carolyn Stevens in her last book, Special Needs of Long Term Patients.

7. List and discuss three unique problems which the chronically ill young person faces in a convalescent facility.

8. Create a time chart of the duties of one of the various jobs found in a convalescent facility. You may choose any job related to the facility in management, food service, nursing, etc.

9. Make a chart of the physical and psychic gains and losses which accompany old age such as those cited by Simone de Beauvoir in her book, The Coming of Age.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Convalescent Home Aide

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Answers should include such statements as:

   - older people are unable to do work
   - older people are like children
   - older people's opinion are worthless
   - older people undergo personality changes
   - older people are unable to make changes

2. Adequate responses should reflect a clear thesis such as that found in Chapter 4 of Simone de Beauvoir's book, The Coming of Age (older people are no longer living with their families).

3. Answers should include a clear discussion of senior citizens' residence buildings such as that found in Beauvoir's book, The Coming of Age (Chapter 4). The list may include:

   - volunteer programs - teacher aide
   - day care center
   - retired person organization
   - organized activities and excursions
   - highly organized living conditions
   - suggest gradual retirement

4. Students must include all five stages:

   Denial and isolation
   Anger
   Bargaining
   Depression
   Acceptance

5. Answers should include a clear discussion of the advantages of caring for the chronically ill or the elderly within the home. Best care can often be given at home; thus the need to train for both home-health aide and convalescent home aide.

6. Answers should reflect a clear understanding of the confusion syndrome common to many older convalescent patients. For example:

   - patient is often irrational
   - patient is not always irrational
   - patient is often forgetful

- patient is not always forgetful
- patient does not have a permanent lapse of memory
- patient often experience blocks due to traumas

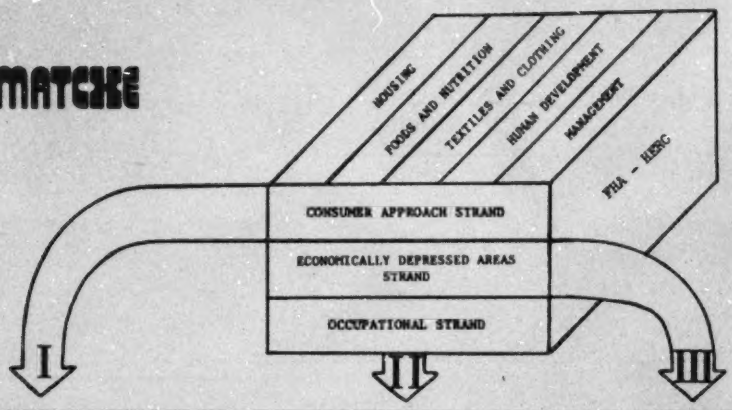
7. Answers should reflect issues which are found in Chapter 11 of Special Needs of Long-Term Patients. List may include:

- bored
- drug habituation
- become discouraged easily
- impatient
- not used to immobility
- need special activity
- problems related to sexuality and to personality

8. Charts should be evaluated on completeness and accuracy, depending on the job chosen.

9. Sample Answer

Increase	Decrease
Pleasure in work, steadiness of rhythm, punctuality, method close and watchful attention, willingness, discipline, prudence, patience, conscientiousness	Sight, hearing, manual strength and precision, physical resistance and suppleness, speed of rhythm, memory, adaptability, energy, sociability, drive, initiative



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele